



## Self-esteem and aggressive behavior among Jordanian university students'

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### ABSTRACT

This study aimed to examine the relationship between level of self-esteem and aggressive behavior among Isra university students. Further step, to find out whether gender, Job of guardian, and the student's general academic grade statistically effect in self-esteem and aggressive behavior. Sample of the study consisting of (200) participants (100 male & 100 female) were randomly selected from Isra university- Jordan. For purpose of data collection, the researchers adopted the self-esteem scale by [1], and aggressive behavior scale by [2]. The finding of the study revealed statistically negative relationship between level of self-esteem and aggressive behavior of university students. Moreover, there were no statistically significant difference in level of self-esteem and aggressive behavior of Isra university students according to gender, Job of guardian, and the student's general academic grade of participants variables.

**Keywords:** *Self-esteem, aggressive behavior, Jordanian university, university students.*

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### INTRODUCTION

Individuals is a complex human being, so his behavior is highly complex, affecting his composition and formulation of many factors that are difficult to account for, and the overlap of these factors with their mutual effects, may not allow for the development of general laws governing such behavior. Behavior is a state of interaction between an organism and its environment, which is mostly educated behavior, through observation, education and training, the individual learns simple and complex behaviors[3]. The more this behavior is allowed to be functionally disciplined and acceptable, the more positive this learning is, as it is repeated lyrically into a programmed behavior that quickly turns into a "behavioral habit" that serves its purpose easily, easily, and spontaneously. Behavior is also seen as all that man does, whether apparent or invisible. The environment is seen as all that affects behavior, so behavior is a set of responses, and the environment as a set of stunts [4].

Human behavior is linked to his self-esteem, which means how much image a person looks at himself, whether it is high or low. Self-esteem is very important in that it is the gateway to all other types of success sought. No matter how much a person learns ways of success and self-development, if his self-esteem and self-assessment are weak, he will not succeed in taking any of those ways of success, because he sees himself as incapable, unworthy and unworthy of that success[5]. Self-esteem is not born with individual but is gained from his experiences in life and the way he reacts to the challenges and problems in his life, and should not be confused between self-esteem and self-confidence, self-confidence is the result of self-esteem, and therefore those who do not have self-esteem lack self-confidence as well [6].

Self-esteem is the gateway to other desired successes. No matter how much a person learns ways of success and self-development, if his self-esteem and self-assessment are weak, he will not succeed in taking any of those ways of success, because he sees himself as incapable, unworthy and unworthy of that success. Self-esteem is not born with individual but is gained from his life experiences and the way he reacts to the challenges and problems of his life. Childhood age is very important because it is a child's view of himself, so children must be treated with love and encouragement, and assigned tasks that they can accomplish, earning them self-esteem and confidence, as well as teenagers [7].

### Literature reviews

Abu Rayash and Safi [8] investigated the impact of a mentoring program based on cognitive behavior modification in reducing aggressive behavior among primary school students in Irbid. The sample of the study consisting of 69 students. The researcher used the aggressive behavior monitoring list, and the guidance program prepared by the researchers. The study found that there were statistically significant differences in favor of experimental group. Results indicated statistically significant differences between the participants in reducing aggressive behavior in favor of female students.

Abu Eid [9] identified forms of aggressive behavior among sixth grade students in Nablus governorate. The sample was 717 students. The results of the study showed that there are differences between forms of aggressive behavior: physical aggression and verbal aggression. The interpretive value of physical aggression was the greatest interpretive value, followed by verbal aggression in passive aggression, the interpretive value of physical aggression was 51%, verbal 74%, material and negative verbal 1.91%, so physical and verbal aggression was the most common type of behavior among students.

Radwan's [10] compared two collective guidance programs in reducing the aggressive behavior of female students in the fourth and fifth grades students. The sample of the study consisted of 254 students, were selected and randomly selected. The results showed a statistical difference between control group and experimental group in favor of experimental group, Which means that the two indicative programs applied in this study have reduced the aggressive behavior of experimental groups.

Harper & Smith [11] aimed to reduce aggressive behavior through self-management procedures. The sample of the study made up of 4 students, (3 students with behavioral disorders, and 1 student with educational difficulty). The results showed that aggressive behavior in resource room students decreased significantly due to the self-regulation strategy.

### **Study problem**

Self-esteem is an important factor that has a significant impact on behavior and is a mental health factor, where the individual helps a child/adolescent overcome difficulties and face pressures that individuals with a high self-esteem are less affected by external influences than those with a low rating. Cooper Smith emphasizes that highly self-esteemed children have confidence in their perception, judgments, and their attitudes towards themselves lead to acceptance of their opinions, and pride in their reactions and conclusions, which allows them to have confidence in their orbits and judgments. by following their judgments when the opinions of others differ. As for people with low self-esteem, The Brookner study showed that they lack confidence, so their opinion of themselves is linked to what others say about them.

High self-esteem is also a means of enabling us to adapt to the outer environment, as a student who has experienced study difficulties and has a high self-esteem can use appropriate strategies to solve his problems. While a student with a low self-esteem often uses adverse strategies when experiencing educational difficulties such as aggression, self-introspection, failure to disclose his problems, over-self-criticism, denying his difficulties and preventing the problem of the current study step to revealing the level of self-esteem and its relationship to aggressive behavior among Jordanian students' university.

### **Importance of study**

This study exposed to one of the most important problems facing university students, which, if not addressed, leads to increased manifestations of violence and aggression in our daily lives. it deals with the university level, where scientists of all disciplines and orientations consider it the most important stage of human growth, where the seeds of human personality are formed. The research will also provide a new addition by examining the relationship between self-esteem and aggressive behavior in an important social group, the university student group.

### **Aims of the study**

The current study aims to reveal the nature of the relationship between self-esteem and aggressive behavior among Isra University students. In addition to identify whether gender, Job of guardian, and the student's general academic grade statistically effect in self-esteem and aggressive behavior among Isra University students.

### **Study question**

The current study seeks to answer the following question:

- 1) What is the relationship between self-esteem and aggressive behavior among Isra University students?
- 2) Do gender, Job of guardian, and the student's general academic grade statistically effect in self-esteem and aggressive behavior?

## **METHODOLOGY**

### **Participants**

The study population consists of all students in Isra University for the academic year 2021-2022. The sample of the study made up 200 participants (100 male & 100 female). Were randomly selected during the second semester of 2021/2022.

### **Tools**

For purpose of data collection, the researchers adopted the self-esteem scale [1], and aggressive behavior scale [2]. The scale validity checked by personal correlation confidence was run to find out the internal consistency of each item

grade and the total grade of the scales. Results of analysis showed that the correlation coefficients of items ranged from (0.77- 0.94). Also, the items were statistically significant at  $(\alpha \leq 0.01)$ . which is reflects an internal consistency of the scale's items. Furthermore, the researcher has been examined the scales' reliability based on Cronbach Alpha and Split-half analysis method as shown in following table:

**Table 1: results of Cronbach Alpha and Split-half analysis**

Variables	Split-half analysis	Cronbach Alphaanalysis
self-esteem	0.87	0.91
aggressive behaviour	0.84	0.89

As presented in above table, the scales enjoying an excellent reliability grade, which means the stability of the scales for purpose of the study.

## RESULTS

**RQ:** What is the relationship between self-esteem and aggressive behavior among Isra University students?

To answer the question, Pearson correlation coefficient was run to find out the nature of relationship, between self-esteem and aggressive behavior among Isra University students. Results in table (2) showed that the there is a statistically negative relationship between self-esteem and total aggressive behavior among Isra university students. The person correlation coefficient between total self-esteem and total aggressive behavior and its dimension was = (-0.30).

**Table 2: Analysis of Pearson correlation coefficient**

Variable	Aggression towards self	Verbal aggression	Aggression towards others	Aggression towards the property.	Total Aggression
self-esteem part of family	0.21 -	0.14 -	0.28 -	0.25 -	0.28 -
Self-esteem part of university	0.24 -	0.16 -	0.30 -	0.25 -	0.29 -
Self-esteem part of friends	0.11 -	0.04 -	0.12 -	0.15 -	0.15 -
Total self esteem	0.26 -	0.13 -	0.30 -	0.26 -	0.30 -

**RQ2:**Do gender, Job of guardian, and the student's general academic grade statistically effect in self-esteem and aggressive behavior?

Independent sample test has been calculated to find out whether participant gender effect in level of self-esteem and aggressive behavior. Further step, ONE WAY ANOVA was run to investigate whether Job of guardian and general academic grade of participants effect in level of self-esteem and aggressive behavior. As illustrated in fowling tables (3, 4 and 5).

**Table 3: results of independent sample test based on gander variable.**

Variable	Number	Mean	St. dev	df	t	Sig
Male	100	3.849	1.097	198	- 2.01	0.401
Female	100	3.866	1.119	198		

Table (3) presented no statistically significant differences at  $(\alpha \leq 0.05)$  in level of self-esteem and aggressive behavior among Isra University students according to their gender.

**Table 4: results ONE WAY ANOVA according to Job of guardian of participant.**

Variable	Scale	Variance	Sum of Squares	df	Mean Square	F	Sig
Academic level	aggressive behavior	between group	0.340	3	0.102	0.743	0.505
		within group	30.002	196	0.125		
		Total	30.342	199			
self- esteem	self- esteem	between group	0.201	3	0.083	0.874	0.472
		within group	0.446	196	0.076		

Total 14.743 199

Results in table (4) provided no statistically significant differences at ( $\alpha \leq 0.05$ ) in level of self-esteem and aggressive behavior among Isra University students based on Job of guardian of participant.

**Table 5:** results ONE WAY ANOVA with respect of participant general academic grade.

Variable	Scale	Variance	Sum of Squares	df	Mean Square	F	Sig
general academic grade	aggressive behavior	between group	0.411	3	0.103	0.713	0.109
		within group	29.133	196	0.121		
		Total	29.544	199			
	self- esteem	between group	0.431	3	0.093	0.854	0.202
		within group	13.776	196	0.066		
		Total	14.207	199			

Table (5) showed no statistically significant differences at ( $\alpha \leq 0.05$ ) in level of self-esteem and aggressive behavior among Isra University students based on participant general academic grade.

## DISCUSSION

This study was designed to exploring the relationship between level of self-esteem and aggressive behavior among Isra university students. Further step, to find out whether gender, Job of guardian, and the student's general academic grade statistically effect in self-esteem and aggressive behavior. The finding of the study revealed statistically negative relationship between level of self-esteem and aggressive behavior of university students. Moreover, there were no statistically significant difference in level of self-esteem and aggressive behavior of Isra university students according to gender, Job of guardian, and the student's general academic grade of participants variables.

In discussing these findings, we explain that in the light of the personality characteristics of low-self-esteem students, as in their responses, where they described themselves as undesirables at home, unsatisfied, there are no positive attitudes for parents, they feel dissatisfied with themselves and do not trust themselves, they have difficulty obtaining the grades they deserve, forming negative attitudes towards the university, that they are useless people, that most teachers do not understand them and have weak relationships. With friends, they have no desire to achieve a positive self-assessment by forming strong relationships with friends. It is clear from here that the personality traits of low-esteem students are made of a personality together because their concept or judgment of themselves is characterized by feelings of inferiority, inferiority and self-rejection, a sense of helplessness in the face of others, and interaction with them, and here aggressive behavior is a defensive function of those in self-protection by reducing the tension resulting from frustration. Self-esteem is therefore linked to the psychological and emotional state of the student, and if they do not have the valuable social means to gain the appropriate social image, which leads to their social adaptation to individuals of psychological importance, especially parents, a good relationship with friends, and good performance at university, they will turn as a causal result to aggressive behavior. It can therefore be said overall that those who feel inferior are degraded or underestimated, and that low self-esteem is a strong indicator of aggressive behavior.

### Limitation and recommendation of the study

"The study adopted quantitative methods only to gather and analyse the data. Future studies are counselled to triangulate data collection by employing qualitative methods, for instance observations, interviews, case studies". Further research is expected to try to move away from incorrect methods of treatment, such as rejection, discrimination, bullying, contempt and the use of offensive words or insults, given the family's active role in developing positive self-esteem among their children at different age stages. develop family counselling programs with the aim of giving them the right methods that lead to positive development, and to keep them away from aggressive behavior and its ill-manifestations affecting the mental health of children. Finally, conduct research to develop and develop self-esteem among children through different educational stages.

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